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SEPTEMBER 19, 1932

Articles in This Issue

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Goose-Step or Wings? WALTER S. McNUTT

Radio Within Reach of Most Schools RUSSELL BURKHARD

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A Lively Number

The wits of pedagogues suffer no serious loss in being rubbed together. Such abrasion occurs in this issue and, we doubt not, will occur again in later issues. Educators of no mean excellence or renown have accepted the invitation of the Editors to assist the widow and the fatherless in their affliction of perplexity. Some say one thing, some another. When all have finished counseling, the widow will have the benefit of some thoughtful advice. And possibly one clear path will open.

Of course the value of the widow's problem lies in its universality. Parents, university heads and leaders of secondary education are facing this question continually: Which Should Go to College?

•

Is there such a thing as "goose step" education? Perhaps there is. How to snap out of it is the theme of Mr. McNutt's article on page 514.

•

Encouragement for school folks who desire the advantages of radio as an instructional aid but have felt it to be beyond their means in these times, is supplied by Mr. Russell Burkhard. Find his solution on page 515.

•

Very next page — behold a thoughtful and interesting paper on the importance of summoning the eyes, the ears and the tactile senses to the aid of instruction. Mr. C. F. Hoban believes learning succeeds better when the mind of the learner reaches out through all the sensory channels Nature has provided.

•

The hard-of-hearing child needs to be distinguished from the deaf child, but he must not be neglected. Read "Let Them Hear," page 518, for practical suggestions.

•

Adult education has not been extended very generally to the rural sections. The way has seemed too difficult. Two projects in this direction are described by Professor I. D. Weeks — page 520.

•

Some "forty-'eleven" other topics are succinctly treated, fore and aft of these major articles!

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

State Official Leadership

A HIGH spot on the political and education horizon is the fact that as a rule state superintendents of education are escaping mischievous assaults in connection with their renomination or election. This is the more wonderful because there was never a time when there has been such universal restlessness regarding continuing any one in a salaried position in public office.

Legislative nervousness has not, as a rule, been focused on the office of state education. Few of these official leaders have been adventurers in the increased expenditures of public money.

Even welfare specialists have avoided intolerance, negatively and positively, so that state officials in education seem to have escaped the pitfalls that have sometimes been in their path. There are some good phases of the world crisis.

• • •

City Superintendents

A YEAR ago, and again at the Washington meeting of the National Education Association in February, there was anxiety as to the general tenure of city superintendents, but none of these anxieties had developed into fear at the time of the Atlantic City meeting, and there have been no causes for alarm since. Apparently state and city officials are, as a rule, safe.

We have no adequate line-up on county superintendents, but so far as known there is a similar disappearance of disturbing elements in connection with county officials. There has been no disturbing professional activity to cause an upheaval as the County Unit proposition did two years ago.

• • •

Personal Welfare of Teachers

MEMBERSHIP in the National Education Association promotes the personal welfare of teachers, but it is beneath the dignity and character of anyone to expect to invest in personal welfare for two dollars a year.

There are ways and means for teachers to promote their personal welfare, and it is good business for them to do so, and there is no cause to criticise them for such affiliation, but there is no reason whatever to expect that a two-dollar membership in the National Education Association will promote professional and personal welfare of teachers, though that is exactly what it does.

"Education Costs Too Much"

ONE of the sane and intelligent legislators of Massachusetts recently said that education in general is costing too much, and that state teacher training in particular is costing too much. He said that one of the State Teacher Training institutions in Massachusetts could be closed at once, saving a substantial amount of tax money, and no appreciable harm to education would result.

One of the Boston dailies said editorially that this saving should be made at once.

No one of the state teacher training institutions in Massachusetts can be eliminated without liability of disturbing the professional spirit of the state, without jeopardizing education through political or religious animosity.

Before suggesting such action the State Department of Education might ask the state teacher training institutions to accept responsibility for reducing the cost of their institutions.

School people and not anti-school people should have credit for reducing the cost of schools.

• • •

Punishments in School

EVERYBODY realizes that there are fewer murders and fewer violent crimes in England than in America. There is less lawlessness there than here.

The press, platform speakers, and some preachers and teachers are inclined to give credit to the severity of prison punishment in England.

We have never seen any one give credit to the real advantage of England's treatment of misbehavior. There is practically no school punishment in England. It is regarded as a promotion of crime to punish in school.

An important book for teachers, issued by one of the leading educational publishers of London, published in October, 1931, received by us for review, emphasizes the fact that school punishment is the chief promoter of crime, and is used because it is a cheap and easy way to avoid responsibility for education.

The business of education is to have children, parents, and others realize that every one should understand that all misbehavior carries its own punishment. Neglect to care for the teeth leads to decay, to pain, to loss of teeth. To extract is an easy way to postpone the result of neglect.

Professional laziness promotes school punishment is the English idea.

The Outlook

THERE is much interest in the fact that Alfred E. Smith has become editor of The Outlook. We knew the Outlook and its famous editors, Henry Ward Beecher and Lyman Abbott, and we knew the times and conditions at that time. We are pleased that Mr. Smith is to take the management of The Outlook at this time. We do not hesitate to say that we anticipate his success.

It was the personalities of Henry Ward Beecher and Lyman Abbott that made The Outlook a success, and there is no man in public life today with more personality than has Mr. Smith.

He has always been a good business man, and he can certainly have any writers whom he considers worth paying.

There is nothing that promises to be more interesting to watch in the near future than The Outlook.

• • •

Professional Oregon

A COMBINATION of various local interests has caused personal and professional differences in the legal status of state institutions which are not easily understood at a distance.

Rarely has any state taken such radical action as Oregon has proposed in the relation of the State University and the Agricultural College. The discontinuance of two of the State Teachers Colleges by the merging of the three into the institution at Monmouth.

• • •

William McAndrew

WILLIAM McANDREW, in his quiet home at East Setauket, Long Island, New York, is enjoying the memories of his unprecedented attainments and wonderful professional activity, with the opportunities to use his editorial pen brilliantly and helpfully to education, and to workers in every good cause.

No one has the place in the education of America for the past half-century that William McAndrew has had.

He created a wonderful type of high school. There was none like it before, but a limitless number of schools have been modernized through its influence.

As an assistant superintendent of New York City William McAndrew rendered a service by the personal spirit that he gave to the city schools that will continue to magnify the metropolis of the world for many decades.

As the leader of education in the American metropolis at the critical time in its history he rendered a vital service that no one else could have rendered at that time.

Boys and Girls

BETWEEN the childhood years of the three primary grades and the student years of the elementary grades, sixth, seventh, and eighth, there is a gulf of grades four and five where boys and girls are often stranded, unless they are wisely treated.

Boys and girls will not accept any place in the home unless they have been assigned some responsibility of which there is definite recognition.

An Italian artist of noble character, a charming man in the home, had a beautiful, talented daughter, who reached the upper girlhood age and was beginning to be disagreeable. The father was distressed. He said to her, affectionately: "What is the matter? You are not a bit like yourself!"

She replied: "I don't have anything I want. I have no responsibility."

"Why, what do you want?"

"I want a latch key."

There had never been a thought, even by father or mother, of objecting to anything the daughter had ever done, or to any of her comrades. She was given a latch key, and after that she was rarely out of an evening. That girl wanted recognition of responsibility.

There is much foolish talk about lack of family discipline at present. Families need educating in the transitions from babyhood to childhood, to boyhood and girlhood, to youth, and to young manhood and womanhood.

Club life is a wonderful creation, especially for boys and girls, but it places a new responsibility upon the school in its adaptation to boyhood and girlhood.

Read in this issue of the Journal of Education the review of "The World We Live In," a D. C Heath book adapted especially to boys and girls.

• • •

George N. Child

DR. GEORGE N. CHILD, who died suddenly and painlessly in July, had been a vital factor in education in the Intermountain region from young manhood. There was scarcely a position that he could not have had, and no honor that he could not have enjoyed. It was his pride and pleasure to serve and honor others rather than to be honored by others.

• • •

George H. Brimhall

DR. GEORGE H. BRIMHALL, Provo, Utah, president emeritus, Brigham Young University, who died recently at eighty-two years of age was one of the famous leaders of Utah. He was twenty-three years of age when I first went out to Salt Lake City at the age of thirty, and we were close friends, personally and professionally, ever after. He was a brilliant leader, always an inspiring speaker, and had the devout admiration of the leaders of Utah.

Belding's Page

Shanks' Mares

THE board of education of St. Louis is to be congratulated upon having made a real discovery. This is—that any healthy boy can walk two miles a day, if need be, for the sake of attending school.

Transportation of school children has been an outgrowth of school consolidations and a proper corollary of the proposition that children in scattered districts should have equal opportunities with those in more densely populated areas.

Where one-room schools were closed in favor of larger school units, free transportation of pupils to the central point was an essential part of the program.

The change involved questions of distances and limits. These questions were difficult to answer in a way that should prove acceptable to all the patrons. The result has been, in many cases, an over-generous policy of free rides for nearly every one.

A public now demanding economy in school expenditures has naturally forced educational authorities to study this transportation item in their budgets. The fact now seems as palpable as day itself, that many able-bodied youngsters, even those of high school age, are being cheated of the right to use their legs in traveling to and from schools.

There is a moral as well as an economic and a physical side to this matter of transportation to and from school. The greater the effort expended by the pupil himself in obtaining an education, the greater the appreciation and the effectiveness. Schools will, in the aggregate, save several million dollars annually by following the example of the St. Louis school board. And they will thereby contribute to a sturdier, better disciplined manhood and womanhood of the future—willing to give something in return for what it gets.

• • •

Collegiate Sorting

A GENTLEMAN who has observed college undergraduates from the faculty viewpoint in several different institutions, makes this very pertinent remark: "I have found that college undergradates fall into two main groups: those who *come* to college and those who *are sent*. The ones who *come* never give any trouble. They get what they are after. The ones who *are sent* do not know what they are there for, and they frequently obstruct the work of the college, become involved in difficulties and are a disappointment all around."

The author of this statement is Professor H. T. Mann of Massachusetts Institute of Technology.

Faculty committees who perspire over the problem of selecting candidates for admission would do well to discover, if they can, the impelling force that brings the applicant to their doors. Is that force something within the student or something behind him? The distinction is probably more important than much of the data revealed by formal examinations. Attitude signifies quite as much as aptitude.

• • •

Pedigreed Rats

BIGGER and better traps will be in demand if Professor William MacDougal of Duke University persists in the breeding of smarter and smarter rats. Starting with rats of only average mentality that made 148 errors in learning to do some simple act, he told the British Association for the Advancement of Science that he had succeeded, after thirty generations of selective breeding, in the production of a family of pedigreed rodents that make only twenty errors in learning the same simple trick.

If heredity counts so much in rats, it may be presumed to count considerably in humans. But the presumption is one which has long been cherished by the human family anyway.

A certain teacher of Greek in a preparatory school used to console himself, when pupil craniums seemed scarcely penetrable, with this thought: "Perhaps their children or their grandchildren will learn the language of the Athenians more readily."

His faith in the future might have been justified if Greek-trained youth had chanced to marry Greek-trained maiden, which he generally did not; and if the progeny of the Greek-trained pair had, in turn, been subjected to the same enthusiastic instruction in aorists, optatives, and iota-subscripts. But these things were not to be.

Human eugenics might indeed produce a race of superior beings, if human eugenics could proceed under scientific guidance. But—it isn't being done.

This is no place to assess the rightness or the wrongness of that which has become civilization's recognized policy. But we should be aware of the facts. And we should perceive that education's job is all the harder and the more imperative because pedigreed humans are so rare.

Anson W. Belding

Which Should Go to College?

An Open Discussion

> "I am a widow of limited means, with a son and a daughter, both of average intellectual ability or better. I can send only one to college. Which shall I send?"

The foregoing question, recently debated in the *London Evening Standard*, has been passed along to our readers.

Some of the first answers to reach us are printed below. There is a striking variety of opinion so far.

HOW WOULD *YOU* ADVISE THE WIDOW?

FORTUNATE, IF —

The widow would do well to send both son and daughter to college for two years. Perhaps they could extend the time by earning part of their expenses. If they could secure admission to Antioch College, they could obtain a full college education while earning on the part-time plan, a scheme that has numerous advantages over monastic forms of college education.

Sincerely yours,
John M. Brewer
Cambridge, Massachusetts

•

PARTIAL IMPARTIALITY

If I were the teacher of the children I would, before making my decision, make a case study of each child. The case study would include (a) the results of a battery of intelligence and achievement tests; (b) a history of the family, with particular reference to the achievements of men as compared to the achievements of women who make up the family group; (c) an environmental study to determine which had the better environmental opportunity for success. Upon the final score of the case study I would make my decision.

If I were the mother of the children I would give each child an equal chance. There are four years to a college course. I would give each child two years, confident (since the children were mine! !) that each at the end of my chance for them could make chances for themselves.

Since I am a woman, asked for advice, I think I shall cast my vote for the girl. All sentiment aside, life is harder for women than for men, and the girl will need superior training to meet it. If she must earn her living, it will be necessary that she be specifically trained for her task. If she marries, from the standpoint of the state she will be more valuable as an educated mother. The chances are in the state's favor that she will multiply her education through educated children.

Kate V. Wofford
Laurens, South Carolina

•

AGE AND SEX

The question is a very knotty one. Nothing is stated about the age of either the boy or the girl. That might settle the question, because since they are of equal mental ability, the older one should be sent first, regardless of whether it is a boy or a girl. However, the world is not yet sold on the idea of equal rights for men and women; hence, it might be better to give the college education to the boy, since he may have greater bread-winning responsibilities.

John O. Chewning
Evansville, Indiana

ABER NICHT

Ask the widow to set down as many reasons she can why her son and why her daughter should go to college. You could then easily show her that the number of colleges known to man that are likely to secure any of these benefits are all in the U. S. A. and can be counted on the fingers of one hand and are full already yet. Tell her the truth. The outlook for the collegian is poorer than for the non.

William McAndrew
East Setauket, New York

•

SURVIVAL OF THE FIT

When the college budget is limited, I should offer it to both the son and the daughter. Each to have an equal share. This means that each will have enough to stay in college two years without working. If they finish they must earn the money for the other two years.

If either party backs down or fails, the other is to have the money. If either wishes to give their share to the other, let him or her do it.

Every expert in college finances advises a student to have money enough to carry him through the first year, and some money to supplement his earnings for the remaining three years. The son and the daughter will have enough for the first year and sufficient funds for the next three years if they hustle.

European answers will be dif-

ferent because it is the son who carries on the family traditions as well as the family name. The daughter is expected to marry and carry on the tradition of the female. In America daughters work vocationally the same as sons. Both use their college education in personal living quite apart from its use in remunerative employment.

Arthur Dean

New York City

•

EARNING AND LEARNING

Recent and repeated studies, made in a large mid-western university, of the scholastic standings of the student body, show that the students who earn part or all of their way while attending the university stand well at the top of the list.

Self-effort seems to count more toward complete development of the student, than what is done for the student by others.

The English widow of limited means, trying to decide whether to send her son or her daughter to college, might do worse than to send both, aiding both a little, and giving them the chance of achieving real development of education by earning their own way. It may be a bit harder in England, but it has been done.

E. Ruth Pyrtle

Lincoln, Nebraska

•

FUTURISM

It is my own personal belief with my own two children, a son and a daughter, that the responsibility of the son in present social and economic life is a responsibility to carry not alone his own support but also the support of a family and as well the support of certain social obligations which will be his. Therefore, from that angle I have continually impressed upon my son the fact that he has multiple responsibilities confronting him continuously, and accordingly he has been required to prepare with that challenge ahead of him.

For the daughter my personal reaction is that a twofold aspect of responsibility confronts her. The emerging status of womanhood involves her in the continuing and extremely important responsibilities of home leadership, dominance and direction, and also in the responsibility of entering a widening sphere of social and economic relations. Because most of the experiences of the world as at present ordered up will involve the boy in meeting challenges, I believe my greatest responsibility in providing educational equipment for the future centres around my obligation to the girl.

It is easier for the boy to do for himself and to successfully meet life responsibilities in accordance with his opportunities. For the girl less opportunity is available, more hazards confront the life of young womanhood, more surrounding arms of protection are needed, and more continuing parental assistance is necessary in order that the girl may be properly equippped to enter, to master and to succeed in terms of a changing and a commanding future for womanhood in social, economic and home life.

In conclusion, I must express my belief that a finer manhood will continue to be developed as we encourage through education an extension of the nobility of magnificent womanhood.

Cordially yours,

Vierling Kersey

Sacramento, California

•

ECONOMICS AND EQUITY

If the question is considered from the economic point of view the education of the son would result in a larger money return to the family.

If the question is considered on the broader basis of what a college education should do for the fortunate recipient then two points should receive attention, viz.:—

1. To which will a college education mean more?
2. Is it fair to give all to one and nothing to the other?

The economic pressure may be so great as to demand the quickest, greatest money return.

If, however, there is no such pressure but freedom to do what would be fair and right in the long run then I should advise the following plan:—

Talk the matter over with the son and the daughter and work out with them some plan by which each will be allowed an equal chance, so that each may use half of the available funds and earn the other half even if the time required to get a college education is lengthened out by a year or two. The education gained outside the classroom will prove the more valuable.

W. A. Baldwin

Providence, Rhode Island

•

HUMAN CHAIN

The modest family of a grocery salesman with four children, three boys and a girl, made the fairest decision on this question that I have ever known. The father and mother discussed their financial affairs with the children. They could really afford to send but one to college. It was decided to send the oldest. As soon as this child was able to earn, the money given by the parents for the expenses of college was not to be returned to the parents, but was to be sent in regular payments to the next oldest, who in turn returned it in payments to the third, and he to the fourth. The youngest when through college made his payments back to the parents.

This plan worked exceedingly well. Each of the children received a college education, and each has a responsible position today.

I would advise trying this plan.

(Mrs.) Grace G. Truax

Sioux Falls, South Dakota

•

COMPROMISE

Assuming that the two children are about of equal ability to learn, and of equal educational preparation, I should advise the widow to send each child to college for two years.

Garry C. Myers

Cleveland

Goose-Step or Wings?

By WALTER SCOTT McNUTT
Henderson State Teachers College
Arkadelphia, Arkansas

MODERN American education has been caricatured as a sort of industrial goose-step process of eternal recurrence. The critics start the cycle with a goose-step school board, elected or appointed from a goose-step community, which employs a goose-step school head, who in turn appoints a goose-step faculty; and in due time the mill grinds out a gosling-step student body—and presto! hocus! pocus! another goose-step citizenship. The cycle starts over again and the triumph is a nation doing the goose-step to a small but powerful industrial class that controls the wealth and life of the world.

This extreme view of our educational system is not wholly justified, but there is an element of truth in the contention of the critics that should challenge constructive educational thought, investigation, and experimentation. What is the object of our educational system? Is it dancing the goose-step to the tune of the pipers of industrial success, or the making of a world citizen who understands the life of which he is a part, with the capacity to enter sympathetically into the work of the world for social, ethical, and economic advancement?

•

Teachers at least should have enough courage to raise a question. Should the teacher be trusted to carry out his own ideas for human betterment, or be compelled to conform to type? The fact is that in too many cases it is a rather dangerous business for the teacher to have an original idea for his school. To retain his position it is necessary for him to conform—not reform.

Many teachers are convinced that before we can have universal peace and economic justice it will be necessary for us to tear down the monuments to war lords, the world over, and in their places erect the statues of men like Louis Pasteur and David Livingstone—the saviors of life. Should the teacher have the right to tell his children the plain truth about war, war lords, and the economic exploitation of the human family by the privileged class; or should he go on goose-stepping national war makers and selfish and inhuman industrialists, the subjugators of the human family, when he knows that it is a crime against man's highest hope?

We can cure our educational ills by getting at the spiritual nature of all school work. The mental, moral, spiritual and professional growth; and the attendant recognition of these values must be forthcoming if we are to intellectually live. The spirit of love and service must be revealed in science and practical life. We must shift our emphasis from dominance to creativeness, and the autocratic system must give way to democratization. * * * * * The teachers' cry for shorter hours and better pay is a symptom of an educational disease and so far we have only been doctoring.

Whether we like it or not, our nation and the other great nations of the world have given the children of the world over to the teaching profession. With freedom and vision the teaching profession could lead the world of humanity out of a back alley in three generations; but with goose-step education — never. What are we going to do about it? Where shall we start to build the highway to world peace, world freedom, and world fraternity?

In seeking a starting point for the solution of this important and insistent question one is led to begin at the top, the administrative side of educational life. From the smallest village schools to the great schools in our American cities the teacher in the present educational system feels the cold iron hand of mechanism, red-tape-ism, and officialism. A few broad-minded far-seeing men and women are at the helm of the ship of education, and to such men and women we must look for help to solve the problem of freedom in the educational life of today. The type of educational administration that causes the desertion of thousands of our best teachers from the profession yearly is the conformity to type idea. The teacher is not asked to think for himself, but to carry out a small part of a program of industrialized factory type education. The premium is on conformity to type and consequently the teacher's work is below his capacity. This causes mental decay, death of talent, and of enthusiasm which has always been the teacher's bank stock—inspired creative work with the loss of self in the work.

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Modern educational administration is securing harmony, but the harmony of a factory system in education is on too low a level to appeal to creative men and women. In place of trying to reduce education to an industrial mechanism we should stimulate the conflict of high ideals and aims on the part of all teachers, and work for a growing synthesis of the same. Exclusive materialistic aims reduce school work to a grind, and this causes the decay of the finest faculties. No creative imagination works,

and the tragedy of unused capacities of the industrial mechanistic age follows. This type of school life does not get beyond saying: "If this, then that." The life of the spirit implies a recognition—practical, emotional, and intellectual—of a higher order of reality than is reached in industrialized experience. It sees an unseen universe while industrial mechanism sees only the lowest common denominator. This lowest common denominator defeats the will to intellectually live, which is the one dominant instinct of life. The real teacher desires to reach out into the future and write new values on new tablets of stone. Visions and aims of a coming world reverberate in the deeper recesses of his personality, and he lives and teaches for this future world.

We can cure our educational ills by getting at the spiritual nature of all school work. The mental, moral, spiritual, and professional growth; and the attendant recognition of these values must be forthcoming if we are to intellectually live. The spirit of love and service must be revealed in science and practical life. We must shift our emphasis from dominance to creativeness, and the autocratic system must give way to democratization. Our school work must be made so that men and women will love it and want more of it. The teacher's cry for shorter hours and better pay is the symptom of an educational disease, and so far we have only been doctoring. Men and women do not want slave work in the schoolroom and spiritual work out of it. They want both together and they must have it to keep them in the profession; for the sake of our children we must give them an opportunity at life.

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Our present administrative methods are competitive, possessive. For this we must substitute a spiritualized scientific method which is creative, co-operative, onward looking, truth searching, and truth applying. Teachers must be allowed to function freely in this latter method. This means research and experiment on the part of every teacher in helping to make the kind of a world we should like to have for the present and future peoples of the world. The new outlook and method must demand this for teachers or else the profession will drift more and more into the hands of the stupid and inefficient who do not object to being told to conform or being driven by a belated straggling industralized officialism. The great underlying purpose of all educational administration should be to enlist children, young men and women, and teachers in a co-operative - scientific - spiritualized - service for life today and for life tomorrow.

Radio Within Reach of Most Schools

By RUSSELL V. BURKHARD

Principal, F. A. Day Junior High School, Newtonville, Massachusetts

RADIO offerings of a distinctly educational nature are becoming more frequent. Some of these daily air contacts are definitely worthwhile. Yet the school man must forego the experiences either for lack of any receiving equipment at all, or because of antiquated, squealy sets on hand.

Possibly the following suggestion may be of service. The small 4 to 7-tube portable radio is practical for classroom use. If a school is within reasonable distance of good stations it is capable of pulling in the chain offerings with no more than 20 to 30 feet of inside aerial, or talking tape. Plugging in to a convenient electric socket, after first knowing whether your school is wired for D.C. or A.C. current, hooking up your inside aerial, and possibly connecting a ground wire to a radiator or faucet is all that is required.

A local radio dealer will be quite apt to make the school an attractive price on one or several of these instruments. They may be kept in the office or some central point and used as a sort of circulating library.

This set-up, of course, assumes that your school has an enthusiastic faculty-pupil radio committee, that you are equipped with the weekly radio bulletins of your nearby stations, that you are receiving the valuable aids on educational radio programs, both from the National Council on Radio in Education, 40 East 42nd Street, New York, and from Margaret Harrison of Teachers College, New York, that you are developing a listening attitude by not only preparing for the reception of desirable radio material, but that you are following up what the children have received.

The sum of $100 may put from three to four, possibly more, reliable portable sets in your school. They may be moved from room to room, grade to grade, to be determined by the teaching situations.

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To be sure, this does not equip your building with a central control board, nor does it have anything to do with a building-wide address system. It has been found by the writer, however, to be a reasonably efficient, economical way to bring radio offerings into a school. There are no expensive and unusual wirings to be made, no adjustments, other than an intelligent maintenance and distribution of the sets themselves.

Enlisting Visual-Sensory Aids

By C. F. HOBAN

Director of Visual Education, Pennsylvania Department of Public Instruction

AS a preliminary to this discussion, I quote from the report of Henry S. Pritchett's Vocabulary Test which shows that the average college senior knows but sixty-one out of one hundred words in familiar use by educated people; and in connection with Dr. Pritchett's report, the comment of one of the many newspapers that printed an analysis of his findings: "We are unable to think of any argument," says the Milwaukee Sentinel. "that releases college education from the responsibility of at least providing its disciples with a sufficient vocabulary to converse with men and women of ordinary culture."

I also quote from the report given at the Minneapolis meeting by Miss Elda Merton, assistant superintendent of the Waukesha, Wisconsin, public schools. Miss Merton's data covered an investigation of the preparation of students going from elementary to junior high schools. The results showed that the children had approximately a fifty per cent. knowledge of the subject matter of the elementary curriculum.

My personal investigations sustain the Pritchett and the Merton statements. I have tried groups on words from the elementary curriculum such as malt, skewer, latex, Nokomis, travois, and found that some of the words were absolutely without meaning to those questioned, and others only superficially known. These are but a few evidences of the prevalence of verbalism in American schools.

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The cure for verbalism, in my judgment, lies in the effective use of visual-sensory aids both in the instructional and learning processes. But the effective use of visual-sensory aids in instruction requires preparation on the part of teachers so that they may know these tools of teaching, where to get them, and how to use them; and the responsibility for this knowledge and this technique rests on the shoulders of the teacher-preparation institutions of the country.

As comprehended in modern instructional and learning procedures, visual-sensory aids are those concerned with the visual, auditory, and tactile senses. These sensory aids are regarded as essential tools of teaching, and have the possibilities of reducing verbalism, retardation, failure to master curriculum matter, and elimination from school. Summarized, all visual-sensory aids are included in the following types: apparatus and equipment, school journeys or field trips, objects-specimens-models, pictorial materials (flats, stereographs, slides, film-slides, films), and the miscellaneous group such as dramatization, exhibit, pageant, etc.

As a superintendent of schools I should expect every teacher to know how to organize, conduct, and check a school journey or field trip. * * * * It is my firm conviction that next to educational psychology, this visual sensory aids course possesses greater values, from the instructional and learning viewpoints, than any other professional course in education.

The values of visual-sensory aids in the instructional and learning processes have been definitely established through scientific investigation. During the past year it has been my privilege to have close contact with a research student from Duke University who, fired with a desire to carry out the plea of the director of his graduate work, Dr. W. A. Brownell, to do something worthwhile, something constructive, something that will contribute to educational procedures, made a critical analysis of all known experimental studies in the field of visual education. Every major experiment in this and foreign countries, and all theses in the graduate schools of the United States—a total of more than one hundred—were thoroughly studied. The analysis reveals reliable testimony that the proper use of visual-sensory materials increases initial learning, effects an economy of time in learning, increases permanence of learning, aids in teaching backward children, motivates learning by increasing interest, attention, self-activity, voluntary reading and classroom participation.

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The frequency of these outcomes—which range from not fewer than three to more than twenty—is eloquent testimony of the possibilities of visual-sensory aids in education; and right here is a challenge to every superintendent and supervising official in this country. Instruction in the schools of our country can be improved by teacher preparation in these techniques and attention to the use of these materials on the part of supervisory officers.

No school official will deny that apparatus and equipment are essential classroom tools, and that teachers should know the minimum amount of standard equipment and apparatus necessary for satisfactory outcomes in the respective subjects and school activities. This knowledge is very important from the economic and professional viewpoints. My own experience with

the fifty-four teacher groups—ranging in number from fifty to eighteen hundred—during the past two years, is that a very small percentage of the teachers know standards for evaluating materials and the minimum amount of standard equipment necessary.

The school journey or field trip is a rich and valuable medium for instruction and learning.

Great Britain, progressive European countries, and Japan make the school journey central in their educational procedure. Local journeys are a definite part of their school schedules. Long journeys are encouraged in England, Germany, Sweden, Czechoslovakia. Two cities in this last progressive republic—Prague and Brno—have specially built buses to take crippled children on educational trips. The Japan Department of Education reports that local school journeys are used regularly by elementary and secondary schools. Longer or distant journeys are made at least once and sometimes twice a year.

The United States could pluck a leaf from the notebooks of foreign countries so far as school journey procedure is concerned. As a superintendent of schools I would expect every teacher not only to know how to organize, conduct, and check a school journey or field trip, but would expect them to make it a part of the school procedure.

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Equally valuable and closely related to school journeys and field trips is the effective use of objects — specimens — models and museum lessons. Objects—specimens—models enable pupils to see and handle materials which are being discussed, thus revealing such characteristics as three dimensions, coloring, weight, texture, etc.

Museums, and they are becoming increasingly accessible to teachers and children, have a wealth of material that, if used, will enrich and vitalize subject matter. There is a growing feeling that schools should have their own collections of object-specimen-model materials and they can be assembled and made useful to practically every subject in the curriculum. There are limitless opportunities in this respect in the fields of geography, history, and science. Teachers should know of these materials, how to assemble and house them, and have an effective technique for their use when occasion demands.

No comment is necessary regarding the values of pictorial materials since they are so well known and so widely used. I strongly suggest that the school people of the country become familiar with the twenty or more experiments that have been conducted with stereographs, slides, and films. Pictures tell a story more graphically and tersely than words. They bring the world and its activities to the child. In my work with school groups I find few teachers who are in possession of definite standards for evaluating pictorial materials. To use pictorial materials effectively in instruction requires that teachers know standards of evaluation, guiding principles for their use, their adaptation and relationship to the curriculum and when and how to use them. Untold damage has resulted through a lack of this knowledge. It is highly proper at this point to suggest that the greatest guiding principle for the use of visual-sensory materials is that of justification. This principle should be impressed vividly upon the mind of every person engaged in the instruction of children.

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Radio-vision belongs to the visual-sensory field. Its development thus far has been very interesting. I am referring particularly to what has been accomplished in the fields of geography, history, literature, mathematics, music, and science.

From the standpoint of enriching, vitalizing, and improving the quality of instruction, the possibilities of visual-sensory aids are very great. The achievement of these possibilities rests entirely with the teacher-preparation institutions and the school supervisory officers of our country.

The consensus of opinion of students of this subject is that combination visual-sensory aids courses—visual aids in history, visual aids in science, etc.—is a great mistake since such a procedure results in much confusion and duplication of effort. The feeling prevails that the core curriculum of a visual-sensory aids course should consist of the following elements common to practically all subjects: research; historical background; psychological aspects and verbalism; projectors and projection; school journeys: objects - specimens - models and museum procedure; pictorial materials; photography—still and motion picture camera techniques; blackboard and bulletin-board technique: administering and budgeting visual materials; radio-vision; bibliography.

I am absolutely in accord with this thought. I believe this core material should be the initial course in visual-sensory aids, and that it should be mandatory. Surely no educator would defend repeating these common elements and techniques in art, English, geography, health, history, mathematics, music and science. It is my firm conviction that next to educational psychology, this visual-sensory aids course possesses greater values, from the instructional and learning viewpoints, than any other professional course in education.

Pennsylvania's superintendent of public instruction is an enthusiastic believer in the possibilities of visual-sensory aids. I commend his viewpoint to the other state superintendents of the country. Pennsylvania's Board of Teacher College Presidents has made a visual-sensory aids course mandatory in all the state-owned

teacher preparation institutions of our Commonwealth. I commend their action to the teacher college presidents of the country.

If a course in visual-sensory aids be made mandatory on the part of every person preparing to teach in the schools of the nation; if superintendents of schools will encourage teachers in service to take such a course—either in extension or at summer schools; and if visual-sensory aids be used effectively in the schoolrooms of America, I predict that the next ten years will witness one of the greatest contributions to the improvement of instruction that has ever been made in the history of our country.

Let Them Hear

By LOUISE M. NEUSCHUTZ
New York City

RECENTLY the following letter was received from a young woman in Elizabeth, N.J.:—

i am writing to you perhap you can help me to get what i want. i am a Deaf girl i was taken when i was at the age of 12 and 13 it was gone i did not have a chance to finish school here in Elizabeth it wont take one longe to learn in a high school in whitch i want to go but i want to go so i can Be a teacher for the Deaf i am quick to learn But i got to go through high school But you see i cant hear at all so it make it hard on a girl like myself it no joke to be Deaf [illegible] who Are Deaf Are hard to make [illegible] i can do a lot of things some people cant Do But if you com tell me just how a Deaf girl can go to school i will be very thankful to you. . . . . i have the gieft of learning a lot and i am hoping to hear from you.

i am you very truly
Cora F.

This girl's experience vividly characterizes the situation confronting the pupil whose hearing becomes severely affected or entirely lost during school age. Many thousands of hard-of-hearing boys and girls in their teens, and even younger, are faced by the same predicament, which is no longer any news. The American Federation of Organizations for the Hard of Hearing in Washington, D.C., is endeavoring to meet this situation everywhere in the United States, and the watchword seems to have become "Conservation of Hearing." The members of its staff receive countless letters from parents asking for information about their boys and girls with impaired hearing and running ears. Their difficulties are not fully grasped either by the parents or in the public schools.

The special classes so urgently needed for such cases, however, are yet few and far between in school systems of this land. Their importance will be appreciated only when audiometer tests are regularly made in every school building and the children whose hearing is subnormal are properly singled out. By prompt and expert care and attention many of these little sufferers can be rescued from a future life of deafness and its baneful consequences; for milder defects in hearing, if taken up in time, are often amenable to medical treatment. Lip reading, moreover, aids slightly hard-of-hearing children to keep step with their normally hearing classmates. The far greater problem is presented by boys and girls whose defect has become so severe that their speech and voice, no longer clearly perceived by themselves, deteriorate and who, like the afore-mentioned Cora F., are then left to their own devices. Children with defects in vision, on the other hand, are seldom left to their own devices. Every effort is made by school authorities and social agencies, if the parents are incapable of taking the necessary precautions, to conserve whatever remnant of vision remains.

But conservation of hearing and the correction of defects in speech involve such distinctive features that they cannot be undertaken in the regular classroom. According to reports from special schools for very hard-of-hearing children, established in Central Europe for many years, various problems are encountered in their training. It is evident that the degree of speech impairment is in a large measure determined by the degree of hearing loss as well as by the age at which it developed. A boy or girl becoming hard of hearing at the age of seven or eight will, naturally, be less conversant with language, its idioms and niceties, than one of eleven or twelve. The earlier, therefore, the loss in hearing acuity occurs, the severer will be the consequences to the speech of the child and the greater the need of auricular training, articulation and lip reading.

And numerous difficulties, such as few special classes for physically handicapped children have to contend with, present themselves here. For instance, the different stages of hearing loss in the pupils, their differing degrees of speech and language development and, as in the regular classroom, the great divergence in their mental capabilities. In other words, in these classes you are confronted by the task of meeting the needs of pupils with lesser defects in hearing together with the more profoundly deafened; of boys and girls with good speech in the

same room with stammerers; of children with speech corresponding to their age, as well as some who still indulge in "baby talk." And both the bright and gifted in between the less intelligent.

It is a fact that it is rarely possible, by even the most intensive auricular training, actually to improve defective hearing. The purpose of the acoustic exercises is to educate towards attention and letter interpretion, to train the children to make use of their residual hearing as often as possible and to transmit to them by its means acoustic perception still unknown, which otherwise would be lost. Group ear-phones or electric amplifiers may enable some very hard-of-hearing children with normal speech to follow the lessons in the ordinary schools; but their continued ability to do so can often be determined only after they have been examined by a competent otologist who confers with the teacher regarding the child's progress in the school work by either sound or sight.

In the severer cases the method of teaching pupils to "hear-see" the spoken word is employed with excellent results abroad. The child is consistently educated to approach the spoken word with the simultaneous action of ear and eye; that is, not only to listen attentively to what is said, but at the same time also to watch closely the lips and accompanying expression (mimic and gestures) of the speaker. "Hear-seeing" becomes thus instinctive to them.

It is nothing out of the common to see children in school or at home wearing eye-glasses to aid their vision; but it would, no doubt, create nothing short of a sensation for boys and girls to go around wearing instruments attached to their ears as an aid to their hearing. The fact remains, however, that their residual hearing must be used to educate them and to familiarize them with unknown speech components. Lessons in lip reading alone, as will be readily seen, although of great advantage, cannot entirely solve the problem of training to future success the more profoundly deafened boy or girl. Let it be said here also that some hard-of-hearing children never become skilled lip readers, no matter how hard they and their teachers try. Hence, whenever this is possible, instruction should reach them both by way of the ear and the eye. For ear and eye have the power to supplement each other in the most fortunate manner. The sounds most easily interchangeable for a hard-of-hearing ear are almost all easily distinguishable by the eye. On the other hand, again, a mildly defective ear is able to distinguish between many of the optically similar sounds. Thus hearing and seeing work on each other gear-like and facilitate conjointly the more fluent understanding.

What the immediate future must bring is the thorough-going organization of this work on part of public school authorities in every corner of the land. This includes, first of all, audiometer tests in each classroom once or twice a year, and the employment of a competent otologist who determines the status of each child found with hearing below normal, after the medical examination has been completed and the teacher consulted as to his progress in the class. Secondly, there must be instruction in lip reading for the slightly hard-of-hearing pupil who remains in his classroom; and special classes in various sections of the city or town for the more severely deafened boys and girls. Finally, it is necessary to obtain the full recognition on all sides, that *the child with defective hearing belongs as little in a school for the deaf as the child with defective vision belongs in a school for the blind*, and that he is entitled to the kind of instruction made necessary by his handicap.

They Say

DR. E. W. BUTTERFIELD, State Superintendent, Connecticut:—

"Education will aid to solve and resolve our social problems when we emphasize in our schools both at the desks and on the playground, even above reading, writing, and arithmetic, even above culture and college preparation, even above intelligence scores and athletic teams, six old-fashioned fundamentals—*Chores, Drudgery, Sobriety, Meekness, Charity, and Faith.*"

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DR. HENRY W. TWEEDY of Yale:—

"Fear is the father of courage and the mother of safety."

RICHARD MURRAY, School Board member, St. Louis:—

"The function of a school board member is twofold; that is, on one hand to pass judgment on the policies of the executive officers, and on the other to aid them in the discharge of their duties. . . . A good school board member, although receiving no salary, is paid in terms of achievement if he prizes the opportunity to render a worthwhile service to the public."

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A. A. HIGGINSON:—

"About the only thing wrong with this country is the presence of too many calamity complainers."

Educating the Rural Adult

By I. D. WEEKS

Teachers College, Aberdeen, South Dakota

IT is estimated that there are approximately four million people studying outside of institutions of learning. No data is available as to how many of these four million are in the rural areas of the United States. Probably most of the work called adult education is confined to the larger towns and cities. The grange, farmers' union, and farm bureau have been concerned with this phase of education among the farmers for a number of years. The extension departments of agricultural colleges and universities have carried on some educational activies in rural communities.

No analysis has been made, to the author's knowledge, as to the nature of the adult education. That is, what courses are offered; what is the content of the courses most frequently studied.

It is apparent that adult education need not be confined to the pursuit of certain courses for which credit is given.

PROJECT A

The following project was carried on in ten communities near Aberdeen. The schools in all of these communities are used for cadet teaching by the Teachers College of Aberdeen. The department of rural education, in co-operation with the presidents of rural community clubs, parent teacher associations, and the teachers in the schools decided to plan for a Rural Community Day to be held on the college campus. The program for this day was to be made up by events prepared and staged by the patrons of the various communities (not the schools). Musical events; choruses, instrumental numbers, solos, instrumental and vocal, and orchestras made up a large portion of the day's program.

Dramatic and forensic contests were also held. Readings, one-act plays, and extemporaneous speeches were given.

All of these events were in the form of contests. An attempt was made to get as many people to participate as possible. Group events such as choruses and one-act plays were emphasized.

Several hundred people from the rural communities attended this Community Day. It is difficult to measure the results of such a project. However, if education and socialization take place through social contacts and by learning to do by doing, then the above project has not been without its favorable achievements.

Individuals and groups participated in numerous activities. This brought forth much latent talent. Farmers entered musical events who had not played a musical instrument for more than ten years. Preparation for these contests necessitated that each community meet to arrange, discuss, and practice for the various events.

This project seemed to be enjoyed by all who participated as well as those who made up the audiences.

PROJECT B

This project was developed in a rural community located in the spring wheat belt, about two-and-one-half miles from a city of 17,000. The school in this community is used for observation and practice purposes by a Teachers College located in the city of Aberdeen.

The people for the most part farm and operate dairies. A few work in the city. Several nationalities are represented. The school building is modern with adequate means for holding community functions.

The teacher in this community is a graduate of a four-year teachers' college.

During the late fall of 1931 it was suggested to the members of the parent teacher association that they might like to sponsor a free lecture course. The lecturers were to be obtained from the local teachers' college. The association acted on the suggestion, and plans were made for the course. There were nine lectures in all, one a week. They were held evenings at the school. Three lectures were given on American history, two on psychology, three on astronomy, and one on taxation.

Probably about 30 per cent. of the patrons attended these lectures. The folk who attended were interested as evidenced by their conversation and particularly by their regular attendance.

These people received general information relative to several fields of knowledge which should make for a broader cultural background.

The projects described in this article indicate that there is talent in rural communities; that adults will participate in varied community activities; that rural people are interested in a broad general information about fields of knowledge other than agriculture.

Project B should be of special interest to those social engineers who feel that it is impossible to build up a community centre in a community located near a large town or city.

Such enterprises as those mentioned above provide a means for an informal type of rural adult education which can be carried on to a greater or lesser extent in most rural communities of the Middle West and Northwest.

The crucial problems that confront rural America will be met more adequately and more efficiently by a people who have confidence in themselves and who have information along other lines in addition to agriculture.

Personal and Professional

DR. L. R. ALDERMAN, long state superintendent of Oregon, and also long superintendent of Portland, Oregon, has made a notable record in Washington, D.C., in various official positions, the present of which is as a director of a department of the Office of Education.

It is thirty-six years since I was on his program when he was superintendent of Yamhill County. I have been associated with him in some way in every activity of the thirty-six years, which culminated in my being his guest in Washington on September 2 to 5, this year.

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MISS ANNIE C. WOODWARD of Somerville, director of the Massachusetts Teachers Association for several years and high official of the World Federation of Education Associations, rendered highly official service at the Honolulu meeting of the latter association in July.

Miss Woodward has not only continued to demonstrate exceptional wisdom in administrative counsel and guidance, but is an attractive platform speaker on any occasion.

Miss Woodward is one of the few prominent women who have attended every session of the World Federation. This gives her a place in leadership which is greatly enhanced by her attainments of voice and pen.

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HEDLEY S. DIMOCK, Y. M. C. A. College, Chicago, is a recognized authority in theory and practice in the development of culture and character in camping experience. He is joint author with Charles E. Hendry of "Camping and Character," the standard guide of this social activity.

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DEAN CAP E. MILLER, Agricultural College, Fargo, North Dakota, is one of Governor Roosevelt's most ardent supporters in the Northwest. Cap Miller, in Iowa, Wisconsin, and in the Northwest, has been in the forefront of all progressive agricultural activities.

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FRED J. PAGE, Franklin, Tenn., is re-elected as superintendent of Williamson County for the eighteenth term of two years; always without an opposing candidate. We know of no other county superintendent re-elected this year with such a record.

Williamson County is an important county under the eves of Nashville, and Mr. Page's professional service through the thirty-four years has been one of the outstanding features of the best education of the state. He always does something of surpassing merit.

PATRICK H. McQUADE, Albany, N.Y., has been a principal in that city since May 12, 1865. He is in his eighty-eighth year, well and happy. So far as we know he has the record of principals in this country. He is six months older than the editor of the Journal of Education.

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ARTHUR S. GIST, the author of "Clarifying the Teacher's Problems" (Scribner's), has had an exceptional opportunity to write forcefully, skillfully, and attractively to teachers in service as well as to students of the science of education and the art of teaching.

Few men have had as varied and cumulative experiences as has Dr. Gist, whom we first knew as an intensive disciple of Homer H. Seerley at Cedar Falls, Iowa. Then at Seattle he gained a national reputation as an elementary school leader and as editor of the literature of the organization of those principals.

Later in the State Teachers College of San Francisco he created an entirely new standard for training schools, and became the president of the State Teachers College of Arcata.

Out of his various experiences Arthur Gist has produced a book of details with the thrill of a discoverer of the needs of teachers.

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MARK A. MAY, Yale College, is one of the most acceptable students of the science and art of creating activities for improving the cultural manners and character motives of children and youths. He is one of the leaders in the development of the famous school system of Norwalk, Connecticut, which demonstrates the vision of the National Child Welfare Organization. He has directed the Utah system of character education this season at Brigham Young University.

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J. B. NASH, chairman of the department of physical education and health of the School of Education, New York University, is demonstrating national leadership in the promotion of modern education for which the entire faculty of New York University is challenging the more or less vague and various claims of professionalists. He is likely to be an impressive personality in education in the new civilization.

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MRS. MARY L. FULKERSON, county superintendent, Marion County, at Salem, has had the unusual experience of having been elected for many years without an opposing candidate. This is not surprising when one knows that she is one of the most prominent educational leaders of the entire Northwest.

BOOK TABLE

WATER, AIR AND SOUND, HEAT AND HEALTH. Books One and Two. Science Related to Life Series. Cloth. Illustrated. By Frank Reh. American Book Company.

These books meet a demand that did not exist in elementary grades in 1928. The life of every child, life in every home, in every neighborhood is vastly different from what it was then.

The new microscope reveals facts for the school boys and girls that no scientist ever dreamed of four years ago, and the new telescope makes the family more intelligent about the wonders of nature that no university president could have known four years ago.

Because Dr. Reh has made it his business to know every latest fact of science his publishers have made it possible for him to create these books that all school children can appreciate and enjoy.

We have kept pace with the progress of making schoolbooks for sixty-six years, and these books are as great a revelation for me as though I had never seen a school book on sound or heat.

We hear much about the misfortune of the depression. There may be less money and fewer luxuries now, but anyone knows many wonderful things today that no one ever knew or could have known in 1928.

Frank Rey and the American Book Company make a new world possible for American school children.

THE WORLD WE LIVE IN. By Louis Weinberg, College of the City of New York; Zenos E. Scott, superintendent of Springfield, Mass., and Evelyn T. Holston, supervisor, Springfield. Cloth. 266 pages. Illustrated. New York City: D. C. Heath and Company.

The schools have been waiting for this book. There has been great need of a book for boys and girls.

Primary schools have received boundless attention, and elementary schools have been glorified professionally.

Classroom teachers have taken a prominent place in all conventions and organizations.

Between the third grade in the primary school and the sixth grade of the elementary school is a highly-important group which has received too little textbook attention.

The children in this group are regarded as a sort of "green fruit" between the blossoming and ripening stage of the school activities.

They are boys and girls who resent being treated as children, and are mature enough to be classified as students.

The fourth and fifth grades, like green fruit, are the years of greatest physical and mental enlargement. Children in these grades grow so fast that no clothes can fit them from January to December.

"The World We Live In" fits this domestic social and economic situation, because it is a real adventure in knowledge. It takes the children around the world in an airplane, which is a big enough experience to give any boy or girl all the thrills needed even in boyhood and girlhood.

Every page has something for boys and girls to do which respects their intelligence by creating interest in the life boys and girls must lead as they grow.

STANDARD PRACTICES IN TEACHING. By William C. Bagley, Teachers College, Columbia University, and Marion E. Macdonald, Jamaica Teachers' Training College, New York City. Cloth. 189 pages. New York: The Macmillan Company.

Dr. Bagley has a personal charm in his thinking and writing as he has always had in his conversation and public address. No one knows better than he the recognized standards governing good practice in typical teaching practices, and no one has or can present these more vividly, skillfully, or artistically than he does.

This book is of inestimable value for maintaining the established ideals which have made the schools of the past command the respect and confidence of the public.

We have lived through all the masterpieces of the art of teaching from "Page's Theory and Practice" when it was a "live wire," to and through the years of Emerson E. White and G. Stanley Hall, and no one has ever presented these "standards" with the flavor of timeliness as they are presented in this small and inexpensive book.

There is no apology for calling "Tests and Measurements" as "standards generally recognized." These and other later teaching attainments were not "recognized" in "Standard Practice in Teaching," but they fall in line so naturally that this book can be commended without reservation. It has the personal charm of Dr. Bagley.

TAP DANCES. By Anne Schley Duggan. Music arranged by Esther Allen Bremer. Cloth (8 by 11 inches). New York: A. S. Barnes and Company, Inc.

Education in the world crisis is greatly indebted to the heroic enterprise of the A. S. Barnes Company for the noble part they are playing in the best of physical education along artistic lines.

The wonderful success of the Olympics at Los Angeles, where a million entrance tickets were sold and $2,000,000 paid therefor, owes much to the persistent devotion of the A. S. Barnes Company, Inc., for the production of such scientific, artistic books for public, parochial and private school use as Anne Schley Duggan's "Tap Dances."

Professor Jesse Feiring Williams, of Teachers College, says of this book:—

"Whatsover gives youth freedom in movement, smoothing away the stiffness, awkwardness and jerks that so readily come from the inhibitions set upon the mind is good education.

"Whatsoever gives youth skills with which dramatic and festival experiences may be stimulated and indulged is good education.

"Whatsover gives youth the notion that life is more than money, more than food, more than maximum production to the square mile, is good education.

"Whatsover gives youth the idea that wholesome play in game, dance or other form is a legitimate, indeed, an imperative part of fine living, is good education."

THE INTEGRATION OF TEACHING. A Work-Book for Teachers from the Kindergarten to the Senior College. 200 pages (8 by 11 inches). Ann Arbor, Michigan: Edwards Brothers, Inc.

This is a notable creation of the world crisis. Samuel Quigley, a native of Princeton, Minnesota, fifty-nine years old, has had exceptional professional and scholastic opportunities for preparation and unprecedented varieties of teaching experiences, all of which have contributed to the preparation of "The Integration of Teaching: A Workbook for Teachers From the Kindergarten to the Senior College."

Samuel Quigley graduated from Iowa State Teachers College at twenty years of age, and has studied for scholastic credit at the University of Iowa, University of Chicago, University of Denver and Harvard University. He has taught and served administratively in Iowa, Minnesota, Colorado, Oklahoma, Texas.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Grammatical War That Is Rocking Academic France

PARIS.—In France one of the best sellers in recent weeks has been the long-awaited grammar of the French Academy. It was highly conservative and a bit high-handed in its treatment of some of the most widely-spoken locutions, but it bore the hall-mark of purity and authority which only the venerable academy could confer and hence was presumably to be taken as the last word on the subject.

People carried it about to read in the subways and on busses. For grammar is in France an exciting and even a popular subject.

Hardly had the academy's grammar seeped into all the corners of France when another book — a critical commentary by M. Brunot on the academic grammar—appeared in the bookshops. In Ferdinand Brunot, professor of the history of the French language in the Sorbonne and perhaps the highest individual authority on the subject, the academy has met its match.

M. Brunot treats the academy's grammar much as though it were an examination paper of one of his less bright pupils. He makes merciless marginal notes, then publishes these notes, page after page of them—opposite the quotations from the grammar which provoked them. So his book presents in one column what the grammar says, and in a parallel column what M. Brunot says about what the grammar says; in one column the academy's mistakes, in the other M. Brunot's corrections. If this were an examination paper it is doubtful whether the academy would get a passing mark.

The author was considerate enough to wait until the academy's grammar had been sold to many thousands of eager readers before launching his devastating criticism. He allowed every Frenchman plenty of time to get acquainted with the academy's work before telling him how bad it was, thereby creating a grammatical furore throughout a nation that delights to argue and discuss.

PUBLIC EDUCATION A SOCIAL FORCE

Time Declared Ripe for Instituting a Far-Sighted Program in Terms of Social Needs

SACRAMENTO, Calif. — "The nation believes in education," declares Vierling Kersey, superintendent of public instruction, State of California. "Our people have come to see in education," he maintains, "the touchstone which opens the way to the realization of success. This profound faith, together with the tremendous social and industrial changes brought about by high-powered machinery, has transformed the public schools from institutions for the transmission of academic learning to agencies accepting significant social responsibilites and rendering new and varied services indispensable to modern life.

"Our helpful spirit of co-operation in making essential adjustments implies no concession to those who would limit the school to the narrowly academic, or who hurl unsubstantiated accusations of extravagance. Expansions in the school curriculum have come as a response to the demands of modern life, and have invariably come from the forces outside the school."

The eternal obligation of maturity to youth to provide education constitutes a debt for which no moratorium can be declared, Dr. Kersey holds.

Agreeing that this is a period full of obstacles, he points out that without difficulties there is no challenge. "The educators of this nation," Dr. Kersey says, "must re-dedicate themselves to a dynamic educational philosophy. Our philosophy must be soundly based on the philosophy of a democracy. This should be a time of re-dedication to faith which is demonstrated by works and not by mere lip service to an unpracticed credo. This should be a time for re-affirmation of our belief that an education suited to the ability, capacity, aptitudes, interests, and needs of all youth must be provided; for renewed belief that in a democracy every child must have opportunity to develop his fullest potentialities.

"The time is especially fitting for initiating a far-sighted program in terms of social needs because never before have we had so well qualified a group devoted to public education.

"Such a far-sighted program will surely provide children with an opportunity to exercise desirable social relationships, develop power to think through problems, to cultivate individual interests and aptitudes. It would place an emphasis on that subject-matter which makes living a rich, colorful cultural adventure in the realms of art, music and literature. It would exert a watchfulness

British Research Finds Cinema Not Harmful to Pupil

LONDON.—A sweeping vindication of the movies both as a classroom tool and, within limits, as a form of childhood recreation, has just been issued by the British Commission on Educational and Cultural Films, after a two-year inquiry. Established by unanimous vote of a conference of some hundred educational and scientific organizations, and financed in large part by the Carnegie United Kingdom Trust, the commission has published an arresting first report of its national and international investigations.

"The use of the film," it says, "forces children to find their own words to express opinions and to describe scenes, not merely to borrow those of the teacher or of the textbook. Thus the film, instead of helping to form the 'mass-mind'—another general criticism laid against it—encourages originality.

"Films encourage children to read more widely, increase the pupils' ability to discuss topics and to write about them. They enlarge the vocabulary, enrich personal experience, correlate the work of the classroom with the life of the world outside the school, and develop the ability to concentrate mental activities."

In addition the commission finds a general agreement that the quality of the child's recollection is improved with the heightening of the visual impression through the use of films.

Toward both educational and general cultural ends the commission advises the immediate setting up in Great Britain of a film institute.

over every environmental influence which might be subversive of complete physical, social, emotional, and mental realization."

Kentucky Schools Face Reductions

LOUISVILLE, Ky. — Fear of a drastic curtailment of the common and high school terms for 1932-1933 was partially allayed recently when Professor James H. Richmond, state superintendent of public instruction, announced that the per capita allowance for each school child would be $7. Last year it was $9. This allowance supplements the school funds of the various counties, and is divided equally in proportion to the school census. Educational retrenchments are being put into effect in all parts of the state, and the outlook for the state university and the four normal schools is none too rosy. The per capita fund for the graded and high school students is reduced $1,421,000 for next year, while income of the university and normal schools, much of which is derived from percentages of various taxes, has shown an alarming shrinkage. All sorts of activities hitherto regarded as essential are being discontinued, and the faculties in most instances will have to stand a severe cut in pay.

Schools Are Urged To Adjust to Crisis

CHICAGO. — American secondary schools throughout the country, faced with the "widespread break-down of local machinery for taxation," must reduce their expenses and make fundamental changes in their curriculum, according to Professor A. K. Loomis, of the University of Chicago. "The present crisis is forcing the issue," Professor Loomis asserted. "Grave danger that retrenchment will blindly eliminate some of the best of the present program and prevent adequate provision for a functional type of education in the social studies demands concerted action by the leaders of secondary education." He pointed out that the "boom years in Wall Street were apparently boom years in the high school program of studies." By 1929-1930 the average offerings in thirty-five high schools of various sizes had reached 67.2 units, while twenty years earlier these same schools offered only 32.1 units; the academic offerings increased from 24.1 to 28.9 units, while the non-academic offerings increased from 8.0 to 38.3 units. The present program of studies in secondary schools he called "essentially a patchwork which has resulted from the rapid but unplanned expansion of the past thirty years." "The need for leadership is urgent," he said.

TWO-PLATOON SYSTEM

Watertown Inaugurates Ten-Period School Day

WATERTOWN, Mass. — Economy measures have made it necessary for Watertown to operate its senior high school this year on a modified form of the two-platoon system.

The town has a modern high school building, which was outgrown almost as soon as completed. Its capacity is from 750 to 800 pupils. Last year the enrollment totaled 975. With a normal increase this year's enrollment is expected to pass the 1,100 mark.

With no prospect of an immediate addition to the building, and with no facilities available for overflow in other schoolhouses, the authorities, in desperation, mapped out a plan, highlights of which are that sessions will continue from 8 a. m. until 4.30 p. m., instead of from eight till two, as before.

The new school day will contain ten periods, with short intermissions for luncheon after the fourth and eighth periods. At eight o'clock each morning members of the two upper classes and those of the entering class who are taking the college course, will report for work. Other members of the entering class will report at the beginning of the fifth or sixth periods for the afternoon period.

The school authorities, in making the announcement, point out that forbearance will be necessary on the part of pupils, parents and teachers.

St. Louis Pupils Return to Walking

ST. LOUIS, Mo. — A healthy boy can walk two miles each day in return for an education, the St. Louis Board of Education has decided. With the opening of the new term boys who live within a mile of their grade schools will not receive carfare from the school funds, as in previous years. The carfare item last year amounted to $28,000.

Ford Buys School to Give Pupils Free Tuition

TECUMSEH, Mich. — Henry Ford is going to provide free education this year for children of the North Branch school district. He purchased the school building recently, and classes will start after reconstruction work is completed.

When the purchase was made a spokesman for Mr. Ford said that the school would be conducted without expense to the district.

CREATIVE LABORS FOR HIGH SCHOOL STUDENTS

WASHINGTON.—"It happens that frequently creative work is done outside of the regular school," recently declared William John Cooper, federal commissioner of education. He explained that this is an extra-curriculum procedure because there are not such formal rules governing the extra-curriculum as are governing the curriculum subjects.

"The extra-curriculum," Dr. Cooper continued, "has had to do with such work as debating, athletics, music, art, and the like. It is only recently that the curriculum had been stepping out of its traditional fields and making inroads on this practice. If one is inclined to work in this field he may work on the school paper, either editing it, managing it, or writing for it. He may work at some aspect of the art side of it.

"In many of the larger schools one will find courses in a regular music department, such as harmony and the history of music. I feel, however, that there is not enough of an extra-curriculum character growing out of the music department.

"On the art side of the magazines and papers published by a school one has a chance to exercise his own imagination and to get away from the rules and regulations which limit him."

Michigan Enrolls More Women Than Usual

ANN ARBOR, Mich. — The University of Michigan, long known for the scarcity of women students as compared to the large enrollment of men, is attracting more women than formerly, and at the same time fewer men have registered for the freshman year, officials said. Women, however, will not have to worry about the scarcity of men for several years, it was pointed out, for they still have a comfortable margin for selection of their escorts. In 1927, pre-registration figures showed 623 men and 186 women applied for entrance as freshmen. This year only 523 men sought admission to the state university, while the number of women had increased to 306, an increase of 120 over the 1927 figure.

Arizona College Adopts Barter Policy

FLAGSTAFF, Ariz.—A bushel of potatoes, a bale of hay, a crate of eggs, a bag of oats—anything that is food for man or beast—will be acceptable at the Northern Arizona State Teachers College this fall, in lieu of cash for board and room and books for farmers' sons and daughters. Dr. Gray Gammage, president of the school, announced the barter policy.

PUPILS SEEK JOBS

Host Freed From Studies in England Available

LONDON.—Just what experiences employers of labor in England are having with more than 100,000 boys seeking jobs since the summer school term ended has been the subject of investigation by the London Sunday Express. All the employers agree that the lads are neater than ever before. Beyond that, strangely differing experiences were related.

The chief employment officer of the London Chamber of Commerce, who interviews 2,000 boys and girls every year, believes that the quality of boys seeking work has improved in almost every way during the last five years.

"The boys who are coming to see me are much more tidy," he said to the Sunday Express representative. "Both parents and schoolmasters, knowing the intensity of competition, are hammering in this lesson."

The boys seeking work, it appears, are now of better physique. "The boys are keener, and they are more content to start at the bottom, and they are more polite," the chief employment officer finds.

On the other hand a northern mill owner complained that boys seemed to have learned "less than ever" at school.

The works officer of a great engineering concern said that when asked what ambitions they had the applicants were vague.

The manager of a well-known chain of restaurants said: "The boys we are seeing seem to have no ambitions. They just want 'a job'—any job."

Wants Uncle Sam To Finance Youths

NEW YORK.—Writing to the New York Times Theodore E. Glicenstein asks that the Federal Government finance young men and women through colleges and universities. His letter declares in part: "The Federal Government is financing industry, the railroads and the farms. Why not finance youth, a firmer and more stable foundation on which to rest the future of a nation than any industry? Many a young man or woman would gladly quit the ranks of the unemployed if given the financial aid to return to or commence college. The result of such pecuniary assistance would be a reduced labor surplus, support for financially impoverished colleges, a soundly-educated youth, and a real war against unsound notions which make their greatest appeal to the ignorant. The result would be an enlightened youth better able to prevent the recurrence of another such economic calamity. As for repayment I am confident that any one who has secured a college education in such manner will forever feel grateful to his country, and will make repayment as soon as he is able."

Havana University To Remain Closed

HAVANA.—The expectation that Havana University would be reopened this fall was dissipated recently when it became known that at a meeting of 118 members of the university faculty it was voted to suspend all efforts in that direction until political conditions on the island had returned to normal. A resolution adopted by the faculty read: "It is agreed to suspend the educational and academic activities of this institution." Members of the faculty who addressed the meeting indicated this action was taken because of the state of war existing in the republic, because of the suspension of constitutional guarantees, and because many students and several professors are in jail pending trial by military courts on charges of plotting against the government. There were complaints that the university and the campus had been converted into a military zone patroled by soldiers.

Boys Transport Farm to College

RUSSELLVILLE, Ark. — Haddon Pritchett and William Hayes, a couple of youths from Charleston, Ark., have developed a system all their own for getting through college with a minimum cash outlay. With just enough money to pay their tuition they arrived here to enter Arkansas Tech, bringing along a truck loaded with two cows, two pigs and thirty chickens. They made arrangements with a family for room and board in exchange for milk, butter, pork and eggs.

Oglethorpe to Teach Radio Broadcasting

ATLANTA, Ga.—Oglethorpe University is believed to be the first institution in the world to offer a full Bachelor of Arts degree in radio broadcasting. The courses will begin this fall, according to announcement by Thornwell Jacobs, president of the university. Expressing the belief that broadcasting has developed into one of the major professions of the day and that its permanency is assured, Dr. Jacobs feels that trained technical and staff men and station directors will be in demand. "In order to fill this educational need," he added, "Oglethorpe University is prepared to offer full courses, which, in addition to giving students technical and professional training in radio, will also impart study courses found in the regular curricula of academic work."

LOWER TUITIONS WILL BEAT COLLEGE SLUMP

CHICAGO. — Collegiate America—a youthful army which generally withstands all economic attack—is expected to march on the campuses of the nation 1,250,000 strong at the opening of the fall term this month.

Statements from officials of universities throughout the United States reveal little general difference between the expected 1932-1933 enrollment and that of the "peak" year of 1929. While some confess they foresee slightly smaller registrations, others look for increases because of their "reasonable" tuition.

Reports from all over America indicate that universities in the East and West expect either the same or increased enrollments. Some state universities in the mid-West expect slight decreases.

While most colleges and universities in the Rocky Mountain region say it is too early to estimate their enrollments, they are sufficiently optimistic to believe that the 1932 matriculation may exceed that of 1931—which was larger than 1930's.

Normally 1,300,000 students enroll in the colleges and universities of the United States each year. Last year the figure was about 1,250,000.

Shanghai Will Teach Trades to Beggars

SHANGHAI.—Because of the tremendous increase in the number of beggars on the streets of Shanghai since the Yangtse floods of last year, and the destruction of Chapei during the fighting between Chinese and Japanese early this year, the municipality of Greater Shanghai is caring for 3,000 mendicants in training schools, where they will be fed, clothed and taught a trade. Before the fighting in Chapei there were two such training schools, each accommodating 500 beggars, but they have been closed since February because of shortage of funds. They will be re-opened at once, and four more similar institutions, each large enough to care for 500 inmates, will be founded with the joint support of the municipality and Chinese philanthropists.

Girl Wins State Fair Spelling Bee

SYRACUSE, N. Y.—Doris Osgood, fourteen years old, of Corning, became spelling queen of New York state as a result of her victory over fifty-six country entrants at the State Fair here. Ruth Ballard, thirteen, of Brewster, was second, and Willis Mae Parks, fourteen, of Chateaugay, third. None obtained a perfect score, the three leaders having difficulty with the words picayune, inoculate, kaleidoscope and inveigle.

SCHOOL COSTS RISE

New York State Budget Chief Analyzes Reasons

ALBANY.—Discussing the millions of dollars increase in expenditures by the state for educational purposes, Mark Graves, director of the budget, stated that the increase was due, not so much to strictly state-controlled activities as to contributions for local school purposes.

He said that of the $110,000,000 spent last year less than eight per cent. was required for the financing of educational activities carried on directly by the state, and that ninety-two per cent. was disbursed for support of local schools.

Mr. Graves said that of the $67,000,000 increase in the past ten years $64,000,000 is in fixed charges. He also indicated that the increase within the past ten years had been due to larger expenditures for overhead administration in the Department of Education, expanded activities at the Buffalo and Albany teachers' colleges, a nominal increase in the teachers' normal schools and a considerable expansion of activities and increase in cost of the state institutions maintained in connection with Cornell, Syracuse and Alfred Universities.

"The cost of the state's nine normal schools has increased as the enrollment has grown," Mr. Graves said. "The increase in their aggregate has been about $550,000."

He urged those interested in educational costs to make their views known either in direct communications to the governor or through appropriate action of community, social, business or educational organizations of which they may be members.

Extension Students Said to Excel

WASHINGTON.—Persons taking extension courses conducted by a university usually excel students pursuing the same subject in the classrooms. This is the conclusion of Walter S. Bittner, an executive of the National University Extension Association, after an investigation recently completed. One does well, reports Professor Leon J. Richardson, director of the University of California Extension Division, to carry on his educational work sometimes by the classroom, sometimes by the correspondence or home study method. Under certain conditions the latter is of superior advantage. The survey made by Mr. Bittner included careful comparison of achievements on the part of home study students enrolled at Wisconsin, Indiana, Kentucky, Texas, North Carolina, Colorado and other institutions. Among other things he found that "for many students the necessity of writing out each lesson completely results in better thinking than does the oral process of presentation."

Four Rutgers Fraternities Accept Preceptor Plan

NEW BRUNSWICK, N. J.—Four Rutgers fraternities and one non-fraternity unit had availed themselves of the university's offer to supply tuition for graduate preceptors, it was announced by Dr. Fraser Metzger, dean of men. The preceptors, who will be enrolled graduate students, will receive living expenses from the groups to which they are attached, and tuition for their graduate work from Rutgers. It will be their duty to encourage the habit of study and a spirit of industry in the groups with which they are associated.

Kansu Teachers Long Unpaid

SHANGHAI.—In Kansu Province university professors and school teachers have not been paid for twenty months, says an official statement sent to Nanking from Lanchow, the provincial capital. Kansu asks assistance from the central government, and the provincial treasurer declares that the provincial revenues no longer cover "the barest needs of the military, leaving no surplus for any other governmental department."

Philadelphia Schools Delayed by Paralysis

PHILADELPHIA.—All Philadelphia's schools delayed their fall opening in an effort to combat the spread of infantile paralysis. Public elementary schools were to have opened on September 8, parochial schools on September 6, and high schools on September 13. The announcement was made by Dr. J. Norman Henry, director of public health, who was authorized by the mayor to take a free hand in controlling the situation. The proposed new date of opening was September 20. Children under eighteen are barred from attendance at theatres and other assemblies.

Soviet Schools Broaden Scope

MOSCOW. — The Soviet school year began September 1, but the days of revolutionary freedom were gone for Soviet pupils. A decree of the central committee of the Communist party restored examinations and school discipline, with the penalty of expulsion for recalcitrant pupils, and stressed the teacher's authority and the need for personal attention for the pupils. The curriculum also reverted somewhat to reading, writing, grammar, arithmetic, geography and the rudiments of physics, especially electricity, but the practical study in the fields and workshops, introduced after the revolution, will continue to hold an important place. A total of ninety-five per cent. of Soviet children, between the ages of eight and twelve, now attend compulsory school of four years' duration, which next year will be extended to seven years. The pupils total 23,750,000, as compared with 7,250,000 before the war. Henceforth all pupils in the secondary schools must learn a foreign language. English is the most popular, and German is second.

Dr. Brown, 71, Hails New University Era

NEW YORK.—Dr. Elmer Ellsworth Brown, seventy-one, has completed more than a half-century of service as an educator, the last twenty-one years of which he has been chancellor of New York University. He has announced that he will retire as soon as the university council is able to name his successor. Dr. Brown, commenting upon the changing trends of education as he has seen them, declared that "fifty years ago there was a very strong tendency for young American university men to go abroad in order to further their education. Now they can do as well at home in graduate work or in specialized fields." The future has a bright outlook educationally and financially, Dr. Brown felt. "There will be more research in our social sciences than ever before," he added. "The best men in the fields of economics, sociology and government are taking their work seriously, and student interest has responded accordingly."

Seven of High School Age Will Enter Northwestern

CHICAGO. — Seven precocious youngsters—five boys and two girls—of high school entrance age, but who already own high school diplomas, have been accepted as freshmen at Northwestern University following a nation-wide search for exceptionally brilliant students of pre-college age to study under special guidance. The seven were chosen from among more than 100 applicants between thirteen and fifteen years of age, about one-third of whom were able to meet the university's entrance requirements. Walter Dill Scott, president of Northwestern University, said the class will follow the regular freshman curriculum the first year, but the course of study in each succeeding year will be adapted largely to the need of the individual. "This will not, in any sense, be an educational experiment," he said, "nor an effort to produce geniuses."

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N. Y. School Values Put at $466,782,416

NEW YORK.—The total accumulated cost of New York City's public school plant soon will reach $500,000,000, according to the annual financial statistical report of the Board of Education. Figures made public by Dr. George J. Ryan, president of the board, showed about $160,000,000 spent for school purposes during 1931. About $140,000,000 of the 1931 expenditures constituted annual and recurring disbursements, and $20,000,000 was capital outlay in the acquisition of school sites, erection of buildings and purchases of furniture. The total cost of the school plant at the end of 1931 was $466,782,416, an increase over the preceding year of 4.3 per cent. School officials believe the $500,000,000 mark soon will be passed. The report shows sites alone cost more than $80,000,000, and buildings and equipment about $386,500,000. In 1921 the total cost of the school plant was $180,000,000, of which $37,000,000 was in sites and $143,000,000 in buildings and equipment.

Feminine Traits Declared Misnomer

NEW YORK.—Men and women need not be "bi-educated" in order to develop freely and fully the distinct man's and woman's characteristics or traits, "since there is no such thing as what is commonly known as manly traits or womanly characteristics," according to a Ph. D. thesis of Dr. Shu Tang-li at the New York University School of Education. The thesis was released at the university recently. "From the very beginning," Dr. Shu wrote, "what a boy infant has a girl infant has also. But a girl's activities are limited from early childhood. A girl is given a doll to hold or a baby carriage to push, thus she is differently trained from her brother, who is given a ball to throw or to kick. So a girl of ten is made many times as 'refined' as a boy of the same age. It is true that the modern woman is as charming as a butterfly. But it is equally true that a woman of primitive society is as strong as an elephant. Charm, beauty, grace, sensibility and fragility are not the inherent qualities of womankind; they are acquired and trained. They are habits, not instincts."

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Russian Students Organize Club

ANN ARBOR, Mich. — A Russian student club has been organized and formally recognized on the campus at the University of Michigan. Of the nineteen members thirteen are students who are natives of Russia.

Arkansas Turns to One-Room School

FAYETTEVILLE, Ark. — In its current dilemma of school maintenance Arkansas is turning to the old one-room school as a basis for educational hope. This appears to be altogether fitting and proper. For in the present maze of politics, jingoism, governmental fog and academic theories, the country school stands forth in pristine straightforwardness; a simple and generally efficient institution, geared to the needs of its own community; an oasis for the social and intellectual life of the countryside. Comparatively speaking Arkansas's country schools have outfought, outdistanced and generally outplayed all other departments of the state's educational forces. Decline in cash income has thus far done surprisingly little to check the real efficiency of the rural education centre. There remain in Arkansas about 1,300 one-room schools. Of these about 350 have been built or re-built during the last five years. The average enrollment in each is between fourteen and fifteen pupils; the average maintenance cost $70 for the term of eight months a year, according to the State Department of Education.

Sophomore Council To Assist Freshmen

COLUMBIA, Mo.—A movement to encourage students of Missouri to attend their state university here was inaugurated during the past summer by the University of Missouri Student Council. The council made an effort to reach all prospective students by means of letters. One letter was signed by Ford Bradley, president of the Sophomore Council, and the other by Marion Keller, president of the Women's Self-Governing Association. As a follow-up to the letters the council arranged to have information booths placed in the two railway stations, the bus terminal, and in Jesse Hall, so that new students entering Columbia may be directed in the easiest manner. Illustrating the new ideas that have come about after years of collegiate rivalry and hazing, this statement was carried in the letter sent to prospective men students of the freshman class: "The Sophomore Council is an organization whose function is to help freshmen in every possible way. With your co-operation we plan to make your freshman year in the University of Missouri one of the most enjoyable in your college career."

College Ideas "Work" on His Farm

MEBANE, N. C.—Howard Cates, twenty-five years old and just out of college, had to take over the management of his father's 700-acre farm because Mr. Cates, the elder, found he was too busy in the North Carolina State Legislature to carry on the work at home. Young Cates had a more or less free hand to try out his college ideas, and how well they have worked may be seen at a glance over the Cates' farm here. The young man is centring attention on live stock as a money crop, selling milk, hogs on the hoof. Feed for the cows and pigs is grown on the place, and some of the young farmer's experiments with legumes have caused the neighboring farmers to take notice. His philosophy of marketing is "never try to get more than the market price for products of the farm."

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Boston Seats Every Pupil

BOSTON.—Boston opened its public schools this year under conditions that were extraordinary, considering past experience. There was a seat for every pupil, thus avoiding the slightest confusion in housing. More interesting, perhaps, was the announcement at school headquarters that up to two o'clock of the first day, not a single complaint of any kind had been received. This means that the well-ordered school machinery worked to a charm, notwithstanding the fact that seven new school buildings were thrown open for the first time, and many small details might well have been overlooked in the bustle of preparation. Superintendent Patrick T. Campbell naturally was highly gratified. He admitted that he may have felt a little lonesome sitting in his office without hearing a single familiar voice over the telephone from the small army of principals and their assistants. But he was prepared for complaints or suggestions. It was rather too much to believe that everything had gone along without even slight friction. "Of course," said the superintendent, "things are not everything we wish—and never will be. But it is really remarkable how we can open the schools with 134,500 pupils, and get along so well on the opening day."

North Carolina Schools Accused of Paganism

RALEIGH, N. C.—Governor Gardner has been asked to don the toga of censorship and purge North Carolina's educational institutions of alleged pagan and communistic atmosphere. Nearly 300 tar heel citizens presented a petition to the chief executive entreating him to "take the initiative" and "in heaven's name save our state from further predatory acts of these so-called modern educators against 'things of the spirit.'" Governor Gardner received the petition, refused to "take the initiative," and said he likely would lay it before the executive committee of the board of trustees of the University of North Carolina, which was one of the institutions scored by the eight-page brochure. Dr. Frank Graham, president of the university, likewise was silent on the matter. He said: "I presume the matter will be placed before the board of trustees."

Dwight Morrow School Delayed

ENGLEWOOD, N. J.—The inability of this city, owing to debt limit restrictions observed by New York bond houses, to finance the cost of equipping the new $800,000 Dwight Morrow School, which is being completed here, will prevent the use of the building as a high school this term, school officials have announced. Both the school and the forty-acre park in which it is located have been dedicated to the memory of the late Senator Morrow. Winton J. White, superintendent of Englewood public schools, has devised a plan whereby the new building may be sufficiently equipped by the Thanksgiving recess to permit its use as a temporary intermediate school, making the present intermediate school quarters available for high school use until the Dwight Morrow School is completely furnished, which will probably be next spring. This plan will relieve a desperate problem of over-crowding.

Mining Claim Gives Lads School Funds

BAKERSFIELD, Cal.—Austin and Jack Holmes, 15 and 16, respectively, are both back in school here, living on their "wealth." The two boys, sons of George Holmes, mining engineer, of the Mojave desert, mined ore that netted them $1,200 during their nine-weeks' vacation from school. They were assisted by their 13-year-old sister and their mother in their lease on a mining claim. They planned to work their claim on Saturdays and holidays in an effort to earn enough to see them through college.

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Grins Between Grinds

Correct

Teacher—"Johnny, what is velocity?"

Johnny—"Velocity is what a fellow lets go of a bee with."

• •

Willing to Explain

Teacher—"Your themes should be written so that even the most stupid of people can understand them."

Student—"Yes, ma'am. What part don't you understand?"

• •

No Longer Sterling

"I thought your secretary was blonde?"

"She was, but she's gone off the gold standard."

• •

Uncle Sam's Wages

An Irishman, wishing to take a homestead, and not knowing just how to go about it, sought information from a friend.

"Mike," he said, "you've taken a homestead, an' I thought maybe you could tell me th' law concernin' how to go about it."

"Well, Dennis, I don't remember the exact wordin' uv the law, but I can give ye th' manin' uv it. Th' manin' uv it is this: Th' governmint is willin' t' bet ye 160 acres uv land again $14 that ye can't live on it five years wid out starvin' to death."

• •

Answer Proved

"Is there a word in the English language that contains all the vowels?"

"Unquestionably."

"What is it?"

"I've just told you."

• •

Thoughtful Child

Little Mary was left to fix lunch, and when mother returned with a friend she noticed Mary had the tea strained.

Mother—"Did you find the lost tea strainer?"

Little Mary—"No, mother, I couldn't, so I used the fly swatter."

Mother was nearly swooning, so little Mary completed it with:—

"Oh, don't get excited, mother, I used the old one."

• •

Rich in Carbon

A man who had run out of gas on the outskirts of a country town saw a boy coming along the road carrying a big tin can. "Say, boy," he yelled, "I hope that's gasoline you have in that can."

"Well, I hope it ain't," returned the boy. "It would taste like the dickens on Ma's pancakes."

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Unusual Facilities For Education Study

CHICAGO. — The new Graduate Education Building of the University of Chicago is in many respects unique, according to Dr. Charles H. Judd, dean of the School of Education. Erected with part of a grant of $1,500,000 given by the General Education Board for the scientific study of educational problems, it makes available for the work an unusually complete and carefully organized array of facilities. "Here," he says, "is a statistical laboratory, a fully-equipped apparatus workshop with a skilled mechanic; dark rooms for photographic work, laboratory rooms, record rooms, work rooms for members of the staff engaged in school and college surveys and other studies in the field of school and college administration, and a library with work space for 200 students and stack space for 100,000 volumes. The stack now contains 60,000 volumes on education. There is a special-collection room, where reports of school systems and colleges are made available for students of educational administration."

99,721 Ex-Students Listed by Columbia

NEW YORK.—The largest directory of college and university alumni and alumnae ever printed, containing 99,721 names, the first complete Alumni Register of Columbia University, has been issued by the Columbia University Press. The register, comprising 1,464 pages and weighing more than six pounds, includes the names of every man or woman who, since 1754, when Columbia was founded as King's College, attended for at least one year in good standing any of the degree-awarding departments of the university or its affiliated schools. Alumni reside in eighty-eight countries, including Formosa, Iraq, Java, Liberia, Madagascar, Nigeria, Paraguay, Siam, Tahiti and Vatican City. Outside of the United States the largest group of alumni, 551, live in China.

Americans to Found European Ph.D. School

PARIS.—Regardless of the number of colleges and universities existing in the United States today, America has turned to Europe for the purpose of obtaining a suitable location for the erection of an institute for advanced learning, and has delegated Abraham Flexner, well-known educator, to make recommendations following his investigations. "No such institution now exists in the United States," says the expert in education, "and there is a great need for such a school for post-graduates — one in which only the degree of Ph.D. would be offered. We count on obtaining advice from the best European students of teaching before making any definite decision, but Europe, with its long background of learning, has many things to teach Americans." Professor Flexner states that a fund of $5,000,000 has been provided by Louis Bamberger, Newark department store owner.

Doctor of Philosophy For Girl of Twenty

NEW YORK.—Miss Ruth Gruber, twenty-year-old American exchange student of Brooklyn, returned early in September after a year's attendance at the University of Cologne. She received the degree of Doctor of Philosophy, and was the youngest student upon whom this degree had been conferred there. She explained that she specialized in literature, and that her next step would be to study and enter the field of journalism. "Journalism," she remarked, "is a better field for producing philosophers than any other training."

Spare the Rod, Save the Child

WALTHAM, Mass.—Spare the rod and save the child is the Waltham version of the old adage, as expressed by a sub-committee of the school committee in a resolution presented to the full committee at a recent meeting. The sub-committee, consisting of Jeanette C. Chisholm and Florence A. Somers, urged a rule prohibiting corporal punishment in the schools, saying in part: "We believe that corporal punishment often creates a lasting mental attitude on the part of the child which is detrimental to his development, and that with the use of newer methods of instruction the need of corporal punishment, even in the most difficult cases, decreases naturally. It has been proven that schools may be properly conducted without the use of corporal punishment." The resolution was laid on the table. Mayor Patrick J. Duane stated that he is not in favor of the proposal.

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